

Exhibit VII

Assurance Statements of Local Education Agency (LEA) and School Site(s) for Reading First Subgrant

LEA LEVEL ASSURANCES: REQUIRED

We, the superintendent and members of the Board of Education, agree to:

- ☐ Establish a well-defined district vision with goals and objectives for student achievement (*including the belief that all students can read at grade level if adequately taught*).
- ☐ Require, in Year 1, or the first year the teachers work at a Reading First school site, participation of all teachers (K-3 and K-12 special education) in either California Professional Development Institutes – Reading (CPDI) or in State approved AB 466 provider and curriculum which may be the LEA (with LEA responsible for 80 hours of practicum).
- ☐ Require, in Year 1, or the first year the principals work at a Reading First school site, participation of all principals (K-3 elementary schools) in either California Professional Development Institutes – Reading (CPDI) for principals or in State approved AB 75 provider of Module 1 curriculum which may be the LEA.
- ☐ Provide, with technical assistance from CPDI, ongoing training/follow-up sessions for K-3 and special education teachers, coaches, coordinators, and principals.
- ☐ Adopt and fully implement the district's State adopted K-3 instructional reading/language arts program for K-3 teachers and special education teachers; and the 4-8 intervention programs for special education teachers.
- ☐ Assure the adopted reading/language arts program will be fully implemented and the daily instructional time protected from disruptions for a minimum of 2.5 hours for Grades 1-3, 2.5 hours for intervention grades 4-8, and 1 hour for Kindergarten.
- ☐ Use and support only supplemental materials, technology programs, or staff development programs that support the scientific research-based, adopted reading/language arts instructional program.
- ☐ Develop and implement an assessment plan for all Reading First schools based on valid and reliable instructional assessments from the recommended list.

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- ☐ Assure that all school sites will support regular, collaborative, grade-level teacher meetings to discuss use of the instructional program, student results on the selected assessments, and will receive additional training.
- ☐ Develop and conduct an internal evaluation on the effectiveness of its Reading First Program.
- ☐ Make regular site visits to monitor the level of implementation of the adopted reading instructional program and adherence to the purposes of its Reading First Program.
- ☐ Assure the C&I administrators and Title I administrators reinforce established district policy guiding the consistent implementation of the adopted instructional reading program, including instructional time, use of scientific research-based instructional strategies, and use of selected assessments.
- ☐ Assure the LEA's Reading First Program is coordinated with all other district and site level Language Acquisition, Title I, School Improvement, and Special Education programs.
- ☐ Assure the LEA's Reading Excellence Act schools redesignated as Reading First Schools (meeting all program requirements) will use funding from its Reading First Program to expand and strengthen their reading program (if applicable).
- ☐ Assure the LEA's districtwide Reading First Leadership Team meets regularly to advise and support the implementation of its Reading First Program.
- ☐ Assure that private schools have been contacted regarding the LEA's Reading First Program, and if appropriate, services will be coordinated in compliance with Section 9501 of the No Child Left Behind Act.

LEA LEVEL ASSURANCES: OPTIONAL

- ☐ Use funding to hire reading coaches (1:30 teachers) and/or content experts (1:15 coaches).
- ☐ Assign an appropriate administrative credentialed staff member (with school administration experience and reading/language arts knowledge) to serve as the Coach Coordinator (*this is optional if the district's plan does not include reading coaches; if the plan includes coaches, this position is required*).
- ☐ Provide coaches sufficient professional development and support for increasing knowledge and experience.

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- ☐ Support full access of coaches in all classrooms (*if this option is taken*)

SCHOOL SITE ASSURANCES: REQUIRED

The principal and vice principal, as instructional leaders, agree to:

- ☐ Establish a well-defined school vision (supporting district vision) with goals and objectives for student achievement (*including the belief that all students can read at grade level if adequately taught*).
- ☐ Support full implementation of the district's State adopted reading/language arts instructional program and protect the daily instructional time from disruptions for a minimum of 2.5 hours for Grades 1-3, 2.5 hours for intervention grades 4-8 (for special education only), and 1 hour for Kindergarten.
- ☐ Require in Year 1, or the first year the teachers work at a Reading First school site, that all teachers (K-3 and K-12 special education) participate in either California Professional Development Institutes – Reading (CPDI) or in State Board approved AB 466 provider and curriculum that may be the LEA (with LEA responsible for 80 hours of practicum).
- ☐ Be involved in, and knowledgeable of, the instructional delivery of the program.
- ☐ Organize and support regular, collaborative, grade level teacher meetings to discuss use of the instructional program and student results on the selected assessments, and to develop action plans for student interventions and/or additional teacher training.
- ☐ Guide the monitoring of student progress based on the selected assessments approved by the district; and use the results to make program decisions for the purpose of maximizing student achievement.
- ☐ Attend, in Year 1, or the first year the principal works at the Reading First school site, either the CPDI Reading institutes for principals or AB 75 Principal Training Program for Module 1 based on the district's State adopted reading/language arts instructional program.
- ☐ Insist on and ensure the full implementation of the adopted reading/language arts program for K-3 teachers and K-12 special education teachers.
- ☐ Ensure that any supplemental materials, technology programs, or staff development programs will be in alignment with the scientific research-based, adopted program.

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- ☐ Assure that the school's Reading First Program is coordinated with staff and advisory committees responsible for Language Acquisition, Title I, School Improvement, and Special Education programs.

SCHOOL SITE ASSURANCES: OPTIONAL

- ☐ Assure that coaches are adequately prepared to serve as a peer coach to teachers implementing the adopted reading/language arts program.
- ☐ Hold regular meetings with the reading coach who is working with the school's teachers; and conduct classroom observations with coach on a regular basis.